



1. General Course Information

1.1 Course Details

Course Code:	1008CCJ
Course Name:	Understanding Social Problems
Trimester:	Trimester 2, 2022
Program:	Diploma of Criminology and Criminal Justice
Credit Points:	10
Course Coordinator:	Iraz Zeren
Document modified:	26 May 2022

Course Description

This course introduces students to the importance of understanding social problems, such as crime, in social context. It addresses key questions about the society we live in and provides a critical analysis of the ways in which social problems become defined. This includes an exploration of the combination of objective and subjective criteria that vary across societies, among individuals and teams in society, and across historical time periods. In so doing, it will demonstrate that social problems may be seen as socially and historically constructed categories. Students will be introduced to different ways of thinking about social problems and these different perspectives will be applied to a variety of social concerns (for example, illegal drug use, domestic violence, terrorism, environmental pollution). Students will develop skills in understanding and analysing a range of concepts, theories and perspectives on social life. A key objective is to foster a critical and interpretive understanding of the dynamic relationship between the individual and society.

Assumed Knowledge

There are no prerequisites for this course.

1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Iraz Zeren	iraz.zeren@staff.griffithcollege.edu.au

1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course aims to introduce students to the broad spectrum of social theory and emphasizes critical thinking. The course is divided into four modules that explore social structures and problems that impact the current complex Australian society and the criminal justice system.



2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Demonstrate how a sociological imagination might be applied to key concerns within criminology and criminal justice and display well established critical thinking skills.
2. Demonstrate an understanding of key concepts in sociology and apply these concepts and sociological theories to an analysis of social problems in everyday life, problems of social inequality or problems associated with globalisation.
3. Provide evidence of effective research and information searching skills.



2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	✓
Creative and future thinking		✓	✓	✓
Social responsibility and ethical awareness		✓	✓	
Cultural competence and awareness in a culturally diverse environment		✓	✓	



3. Learning Resources

3.1 Required Learning Resources

- Sensoy, O., & DiAngelo, R. (2017). *Is everyone really equal?: An introduction to key concepts in social justice education*. Teachers College Press.

3.2 Recommended Learning Resources

- Lecture notes, notices and other issues relating to the course will be made available through the Griffith College portal.
- APA 7th Manual, American Psychology Association Referencing Guide

3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Information about your Learning

Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



4. Learning Content, Learning Experiences and Learning Activities

4.1. Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning content	Learning experiences	Learning activities	Evidence of learning	Learning outcome
					
Module 1: Foundations of Critical Thinking and Understanding Social Structures and Issues					
1	Sociological Imagination, Critical Thinking and Social Problems	Kaufman's application of the sociological imagination to a social problem	Activity: Introductions Setting Expectations and Learning Content		1
2	Culture and Socialisation	Understanding prejudice and discrimination	Activity: Understanding binary gender norms		1
3	Oppression and Power	Applying intersectional theory to social norms and issues	Activity: Beth Richie's Intersectionality Lecture		2
4	Classism and Poverty	Applying Marxist theory and critical approach to social socio-economic stratification	Activity: What is your social class? Online Quiz	Short Response Reflection Part 1 5% of course grade	1,2
Module 2: Deconstructing Ethnic and Racial Stratification within the Post-Colonial Context					
5	Colonization of Australia Racism and Indigeneity	Exploring the historical context and current issues in Australia	Activity: Incarceration Nation	Online Quiz 15% of Course Grade	1,2

6	Ethnocentrism and Ethnic Discrimination	Exploring White race privilege, Xenophobia and Islamophobia	Activity: Case Study: Cronulla Riots		2
Module 3: Exploring Sex Gender and Identity Through Sociological Imagination					
7	Understanding Sex and Gender	Sex and gender as social structures Androcentrism and Sexism	Exploring Hegemonic Masculinity	Short Answer Response 20% of Course Grade	2
8	Transmisia and Queer Criminology	Understanding cis-gendered/heterosexual hegemony	Case Study: Stonewall Riots		2,3
9	Ableism, Agism and Aduitism	Understanding the impact of social norms and perceptions	Activity: Is the world we live in built for all of us?		2,3
10	'Race', ethnicity and marginalisation'	Indigenous over-representation in the CJS Activity: Kids doing time	Activity: The future of race in America	Presentation Assessment 30% of Course Grade	2,3
Module 4: Looking at the bigger picture of Inequality and Injustice					
11	Responding to Injustice and Systemic Oppression in CJS	Exploring societal consequences of injustice and inequality	Who calls the shots here?	Presentation Assessment 30% of Course Grade	2,3
12	Social Problems Within a Framework of Human Rights	Exploring a human rights perspective of the carceral system, considering future impacts	Thinking outside the box	Reflective Discussion Assessment 25% of Course Grade	2,3
13	What is next?	Applying critical thinking to future criminology endeavors	Activity: Group discussion – Wrapping up the learning experience	Short Response Reflection Part 2 5% of Course Grade	1,2



5. Evidence of Learning

5.1 Evidence of Learning Summary

	Evidence of learning	Weighting	Learning outcome	Due Date
1	Short Response Reflection Part 1	5%	1	Week 4
2	Online Quiz	15%	1,2	Week 5
3	Short Answer Response	20%	2,3	Week 7
4	Oral Presentation	30%	2,3	Week 10
5	Reflective Discussion Assessment	25%	2,3	Week 11
6	Short Response Reflection Part 2	5%	1,2	Exam week

5.2 Evidence of Learning Task Detail

1. Evidence of Learning Task 1: Short Response Reflection Part 1 (5%)

Task Type: Written Assignment

Learning Objectives Assessed: 1

Due Date: Week 4 (date to be advised on course site)

Weight: 5%, Marked out of: 5

Length: 300 words +/- 10%

Task Description: Students will write a short reflexive statement responding to a sociological question.

Criteria and Marking: Students are assessed on learning outcome 1.

Submission: Turnitin via the course site

2. Evidence of Learning Task 2: Online Quiz (15%)

Task Type: Online quiz

Learning Objectives Assessed: 1, 2

Due Date: Week 5 (date to be advised on course site)

Weight: 15%, Marked out of: 15

Length: N/A

Task Description: Students will undertake an in-class quiz to test knowledge of sociological concepts and theories presented in Weeks 1-4. The quiz consists of multiple choice, true/false questions. Further information about the quiz will be provided in class.

Criteria and Marking: Students are assessed on learning outcomes 1 and 2.

Submission: Class/online quiz

3. Evidence of Learning Task 3: Short Answer Response (20%)

Task Type: Written Assignment

Learning Objectives Assessed: 2, 3

Due Date: Week 7 (date to be advised on course site)

Weight: 20%, Marked out of: 20

Length: 1200 words maximum +/- 10%

Task Description: Students are to write short responses to 4 questions demonstrating their understanding of core theoretical understanding and ability to critically view social problems through a sociological lens. They will need to conduct some research and come up with suitable approaches to the social problems provided.

Criteria and Marking: Students are assessed on learning outcomes 2 and 3.

Submission: Turnitin via the course site

4. Evidence of Learning Task 4: Oral Presentation (30%)

Task Type: Oral Presentation

Learning Objectives Assessed: 2, 3

Due Date: Week 10 (date to be advised on course site)

Weight: 30%, Marked out of: 30

Length: 750 words +/- 10% (This is for the written script only)

Task Description: Students will create a 5-minute multimedia presentation to present in class/online. They will choose a social problem and a social setting to observe and break down using a critical approach. They will provide a live presentation and a script.

Criteria and Marking: Students are assessed on learning outcomes 2 and 3.

Submission: Class/online presentation

5. Evidence of Learning Task 5: Reflective Discussion Assessment (25%)

Task Type: Written Assignment

Learning Objectives Assessed: 2, 3

Due Date: Week 11 (date to be advised on course site)

Weight: 25%, Marked out of: 25

Length: 1200 words +/- 10%

Task Description: Students will choose and submit 4 of their weekly discussion submissions in a single document.

Criteria and Marking: Students are assessed on learning outcomes 2 and 3.

Submission: Turnitin via the course site

6. Evidence of Learning Task 6: Short Response Reflection Part 2 (5%)

Task Type: Written Assignment

Learning Objectives Assessed: 1, 2

Due Date: Exam week (date to be advised on course site)

Weight: 5%, Marked out of: 5

Length: 300 words +/- 10%

Task Description: Students will write a short reflexive statement based on their first submission (Part 1). This assessment is aimed to observe the changes and improvements in the students' perception, critical thinking and application of sociological thinking.

Criteria and Marking: Students are assessed on learning outcomes 1 and 2.

Submission: Turnitin via the course site

In order to pass this Course, students must:

A. Attempt all assessment items

B. Demonstrate assurance of learning of all learning outcomes through graded Evidence of Learning Tasks.

5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

5.4 Other Information about Evidence of Learning

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sittings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour,

for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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